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mystic, and *weird* are often employed without producing the effect they signify. As a good example of Mr. Malone's better style may be cited the farewell of De Soto to his friend Codro :—

“Among the angels in that happy realm,
 Robed in white moonlight, crowned with dewy stars,
 With peacock pinions or with swan-like wings,
 I long to meet thee, not like them arrayed,
 But simple, yea, and homely as thou wert
 While walking in these hapless haunts of men,—
 For so I knew thee, and should love thee best.”

That suggestive though unbalanced critic, Edgar Allan Poe, declared “that the ultimate, aggregate or absolute effect of even the best epic under the sun is nullity.” He did not leave his verdict on the worst. Mr. Malone's epic is neither the best nor the worst. It is a careful piece of work through which he soars with a level flight. A not altogether unconscientious reviewer, after reading a large part of its twenty-eight books and eighteen thousand lines, believes its “ultimate aggregate or absolute effect” to be, in spite of the faults indicated, something much better than “nullity.”

L. WARDLAW MILES.

JAPAN TO-DAY AND TO-MORROW. By Hamilton Wright Mabie. New York: The Macmillan Company. 1914.

The author of this book, Dr. Mabie of the *Outlook*, may be remembered as the first exchange lecturer from America to Japan. In this work he gives us a delightful account of his impressions of the Island Empire in the Far East. No attempt is made to describe in detail the Japan of to-day, but it represents the most characteristic features of the national life of the country. The author is not the ordinary tourist who, after hastily traversing a foreign land, jots down his crude impressions. He not only knows the country and its history but he also reads the Oriental mind, and the book is distinguished by keenness of observation, broad sympathy, and that charm of style which characterize Dr. Mabie's writings.

Books on Japan are as plentiful as primroses in April, but the majority are equally transitory, and however great their number, ignorance regarding the Japanese still prevails among the authors

and even the well-informed of the American public. It is a fact that ignorance often begets prejudice, and prejudice is often the basis of harsh criticism, the consequences of which are serious and far-reaching. In the current literature of the day, not only as represented in journalism, but even in more serious publications, Japan has been, for several years, the subject of unrelenting criticism in the United States. As a consequence of this campaign of criticism, prejudices have been created on the one hand which may possibly never be dispelled, while on the other, currents have been set in motion which may conceivably lead to troublesome complications. Dr. Mabie is perfectly right when he remarks that the real character of the Japanese race is not yet well understood by the world. Geographically, Japan belongs to the Orient, but she is not a common Oriental country. Every nation in the world has its general characteristics and its peculiarities, and Japan is richest in the latter, presumably as a result of her insular position, which allowed her to grow up without any foreign influences. In respect to ideals, customs, and manners, therefore, she differs so much from other civilized countries that she often incurred their misunderstanding.

And yet the underlying principles of our national development, as the author points out, are not very different from those of the Western civilization. "Difference of environment and of racial experience have created an Eastern and a Western temperament; an Eastern way of looking at life and the world and a Western way; but the human spirit is one and the same in both hemispheres, and there is no kind of knowledge possessed by one from which the other is debarred by racial incapacity from understanding." Indeed, "there are no obstacles which right feeling, generous treatment, and, above all, undeviating justice, can not remove." To unfold these points of resemblance and help on a better understanding between peoples of two hemispheres, Dr. Mabie tries and, I believe, succeeds in bringing out the basic ideals that underlie our national growth.

Lafcadio Hearn, the most eloquent interpreter of the Japanese mind, once observed that the history of Japan is really the history of her religion, and that Japan can be understood only through the study of her religious and social evolutions. While

this remark is not wholly correct, it is nevertheless true. The characteristic traits of any nation are so intermingled with its religious discipline that it is almost impossible to differentiate the two. Dr. Mabie is well aware of this, and he rightly emphasizes the influence of Shinto upon the Japanese character.

With his literary skill and poetic imagination, the author has been notably successful in describing our historic art and beautiful scenes throughout the country, reënforced by novel and well-chosen illustrations.

It is to be hoped that this charming volume will receive a hearty welcome in America and help to enlighten the general public on their knowledge of Japan and contribute to strengthen the historic friendship between the two nations.

SHINJIRO KITASAWA.

THE INFLUENCE OF RECONSTRUCTION ON EDUCATION IN THE SOUTH. By Edgar Wallace Knight, Ph.D., Assistant Professor of Education in Trinity College, North Carolina. Teachers' College, Columbia University, Contributions to Education, No. 60. New York City. 1913. Pp. 100.

"By a detailed comparison of ante-bellum with reconstruction conditions . . . supplemented by a comparison of legislation in the other nine states before 1868 and between 1868 and 1876" (p. 8), the following conclusions are reached: "That Southern ante-reconstruction educational conditions were more nearly similar to educational conditions found in other sections of the nation than is generally supposed; . . . that the reconstruction constitutional provisions for education in these states were superior to the provisions before that time" (p. 94). "Even in respect to the educational sentiment and educational results, conditions do not appear very different in the Southern States from those found elsewhere. . . . In their tone, the message of an Eastern governor is similar to that of a Western or Southern governor. The same thing is seen in the reports of the superintendents. . . . The idea of popular education developed very slowly in all the states outside New England. Opposition to the public school was more or less widespread and was not confined to any section of the country. The so-called 'agitation period' in North Carolina was almost exactly par-